R4880-2A

MONEY
A coalition of 138 Ohio school districts, protesting school-finance reforms officials say are crippling their budgets, has issued a four-point platform calling for a revised state-aid formula that allows for inflation-based growth.

See Page 5.

MONEY
A plan to change Rhode Island's school-aid formula would increase state aid to districts by more than $30 million over five years. And a proposed change in Minnesota's aid formula would increase the state share, but not the amount.

See Page 6.

MONEY
Terming the existing system of day care for children haphazard and unacceptable, a House committee has issued a report calling for federal tax benefits for child care and incentives for schools and employers to provide day-care services.

See Page 11.

EDUCATION WEEK

American Education's Newspaper of Record Volume IV, Number 7 · October 17, 1984
© 1984 Editorial Projects in Education

The Rise of the Fundamentalist Christian School

Raises Membership Issue For Independent Schools

By Cindy Currence

Leaders of independent-schools associations are re-examining their membership standards in light of a growing number of membership inquiries from fundamentalist Christian schools.

The Independent Schools Association for the Central States, for example, has in recent months revised its membership criteria to clearly outline which kinds of private schools are eligible for membership and which are not; under the new guidelines, most fundamentalist Christian schools are not, officials suggest.

"We haven't had a real problem, but anticipating that we might, we had to take a good, hard look at our standards," said

Continued on Page 14

Fundamentalist schools, such as this one in Maine, are causing independent-schools groups to re-assess membership criteria.

'Explosive' Expansion Is Suggested in Survey

By Cindy Currence

While enrollment in Roman Catholic schools declined by 6 percent from 1980 to 1983, during the same period the number of students attending non-Catholic religious schools increased by 26 percent and the number of students enrolled in private schools claiming no religious affiliation increased by 40 percent.

These are among the preliminary findings of the "National Survey of Private Schools, Fall 1983," conducted by the National Center for Education Statistics.

The national survey also reveals a 12-percent increase in the total number of private schools. In 1980, there were 24,750 nonpublic schools; by 1983, the number had

Continued on Page 13

Church-State Case Will Be Heard By High Court

Federal Aid Effort in Private Schools Is Issue

By Tom Mirga

WASHINGTON—The U. S. Supreme Court last week added another case involving religion and public education to its docket, this time agreeing to decide whether New York City can use federal compensatory-education aid to finance programs in which public-school teachers conduct courses in private religious schools.

The Court last week also turned down an opportunity to re-examine its decision last year barring the use of sex-based mortality tables in the determination of pension benefits. And, in a 6-3 vote, the Justices declined to review a case in which Michigan courts upheld a state "agency-shop" law that allowed the firing of a non-union teacher who refused to pay a service fee in lieu of union dues.

According to lawyers familiar with the New York case, *Secretary of Education* v. *Felton* (Case No. 84-238), the Court is expected to accept the advice of the Reagan Administration and schedule the lawsuit for argument in tandem with *School District of the City of Grand Rapids* v. *Ball* (No. 83-990), a case on its docket involving the use of state and local funds for a similar program in the Michigan city's private religious schools.

Continued on Page 12

Education Department Developing New Measures of Schools

Publication To List Education Resources and Outcomes

By Tom Mirga

WASHINGTON—In an attempt to sustain the current wave of education reform, several divisions of the Education Department are developing a new publication that will provide the public with a means of assessing the schools' progress, using a wide array of indicators of the resources that go into schooling and the outcomes they produce.

The development of the proposed "educational-indicators" publication comes at a time when state leaders say they anticipate increasing pressure from the public to provide proof that multimillion-dollar school-reform projects set in place in recent years are yielding positive results.

Understanding Progress

The project also follows on the heels of a controversial Education Department initiative last fall that provided state-by-state comparisons of such educational characteristics as Scholastic Aptitude Test scores, per-pupil expenditures, and dropout rates. Interviews with those working on the new project suggest, however, that a somewhat different range of indicators of educational progress will be included in the proposed publication.

The publication—the first version of which may be ready for distribution by early next year—"is intended to help educators and policymakers make more informed decisions and to help the public understand progress in and the condition of American education," explained Emerson J. Elliott, administrator of the National Center for Education Statistics and a member of the department's working group on the project.

"The idea is to inform reform," he continued. "If you keep the issues before the public, reform will be self-sustaining."

According to Ronald Hall, a senior policy analyst in the Office of the Undersecretary of Education and a member of the department's working group, the list of specific indicators that the group plans to include in the publication "practically changes from

Continued on Page 13

Education Gets Millions in Last-Minute 'Christmas Tree' Bill

By James Hertling

WASHINGTON—In the middle of the night on Oct. 3, as the 98th Congress neared adjournment, a group of lobbyists and Senators turned the reauthorization for Head Start programs into a legislative "Christmas tree" bearing more than $200 million in new education initiatives.

The bill, which House members also approved last Tuesday, includes provisions for the establishment of a Center for Educational Excellence at Indiana University; a $96-million fund to encourage top students to become teachers; a $24-million program of federal merit scholarships; and a $100-million fund to train school administrators.

The $7-billion Head Start bill, S 2565, was "the last train leaving the station" for education bills that otherwise would have died, said one lobbyist. Among them were:

- $6 million toward the construction of a Center for Excellence in Education at Indiana University in Bloomington, a proposal made by Senator Dan Quayle, Republican of Indiana. An aide said Senator Quayle is likely to request the funds for the center next year in the fiscal 1985 supplemental appropriations bill.

The center would be used as a "national research and training resource" for elementary- and secondary-school teachers and administrators, according to the bill. Among other tasks, the Indiana center would work to develop educational computer software, improve teaching techniques, and upgrade elementary- and secondary-school management, according to Senator Quayle's aide.

- Funds for college scholarships for 10,000 top high-school students who intend to become teachers, and a $10-million fellowship program for teachers, allowing them to take a paid one-year sabbatical.

The bill authorizes expenditures of $5,000 annually from fiscal 1986 through 1990 for each of the 10,000 prospective teachers who would receive these "Carl D. Perkins Scholarships," named for the longtime chairman of the House Education and Labor Committee who died last summer.

Recipients would be required "within the 10-year period after completing the postsecondary education . . . to teach, for a period of

Continued on Page 14

IN SUMMARY

'Alternative Routes'
If Oregon adopts a proposal to allow college graduates without formal training to teach, it will join a growing number of states that are testing such "alternative routes" to certification. **Story on Page 6.**

Alternative Settings
At a second round of regional hearings on teacher education, experts questioned whether the university is the most supportive environment for colleges of education. **Story on Page 7.**

Career Ladders in the States
A new Southern Regional Education Board clearinghouse on career-ladder plans has compiled a list of officials in all 50 states who serve as information sources on incentive plans. **Databank on Page 8.**

Ballot Protest in Michigan
A group of leading education officials in Michigan is protesting a tax-rollback ballot measure the group charges would cripple the state's education system. **Story on Page 9.**

A Widening Spending Gap
The pattern of suburbs spending more on schools than central cities persists, a report finds, and the gap in per-capita education spending between the two locales has grown. **Story on Page 9.**

Delaying a Reform Measure
Mississippi's superintendent plans to ask the state board this week to delay for three years the use of a competency test to determine whether students may graduate from high school. **Story on Page 10.**

On the Asbestos Front
Governor Kean says New Jersey will lead the nation in tough standards for asbestos, and the E.P.A. says it plans to decide on the future of its school program next month. **Stories on Page 10.**

A Bigger Budget for Education
In a separate appropriations bill, the House and Senate approved a record $17.6-billion appropriation for the Education Department in fiscal 1985. **Story on Page 11.**

Associations Column	10	Events	17
Commentary	16 and 20	Federal File	11
Curriculum Column	6	Letters	14
Databank	8 and 12	Marketplace	18

EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 1333 New Hampshire Avenue, N.W., Suite 560, Washington, D.C. 20036. (202) 466-5190. Subscriptions: U.S. and Canada: $39.94 for 42 issues. Foreign: $85.94 (airmail) and $56.44 (surface mail) for 42 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume IV, Issue 7.

Main Editorial and Business Offices
Suite 560, 1333 New Hampshire Ave., N.W.
Washington, D.C. 20036
(202) 466-5190

For New Subscriptions, Subscription Problems, and Changes of Address Write to: Education Week Post Office Box 1939 Marion, Ohio 43305

EDITOR
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matzke

ASSOCIATE EDITOR
Thomas Toch

ASSISTANT EDITORS
Anne Bridgman, Cindy Currence, Tom Mirga

STAFF WRITERS
Linda Chion-Kenney, James Hertling
Lynn Olson, Sheppard Ranbom, Alina Tugend

MIDWESTERN BUREAU
Peggy Caldwell
Midwestern Editorial Office
Cleveland, Ohio

COMMENTARY EDITOR
Jane Freundel Levey

EVENTS EDITOR & COPY EDITOR
Tricia Furniss

ART DIRECTOR
Beth L. Schlenoff

PRODUCTION/SYSTEMS MANAGER
Martha Swain

EDITORIAL ASSISTANT
Pamela Winston

GENERAL MANAGER
Rhonda J. Sucher

FULFILLMENT MANAGER
Carolyn Winston

MARKETING ASSISTANT
Janice Lopez

CIRCULATION ASSISTANT
Sandy Garthwaite

PUBLISHING CONSULTANT
Lawrence A. Durocher Jr.

BOOKKEEPER
Lorna Green

STUDENT INTERN
Pamela G. Pitt

DISPLAY ADVERTISING
East Coast and Midwest
Director
Leslie K. Hubbard
Suite 560
1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202 466-5190

ADVERTISING SALES REPRESENTATIVE
West Coast, Oklahoma, and Texas
Joe Shere
1507 Bonnie Doone Terrace
Corona del Mar, California 92625
714 640-5689
Display Advertising Only

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E.I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, William and Flora Hewlett Foundation, Kettering Family Fund, Ittleson Foundation, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Sid W. Richardson Foundation, Rhode Island Foundation, Rockefeller Foundation, San Francisco Foundation, Shell Companies Foundation, Standard Oil of Ohio, Tinker Foundation.

SUBSCRIPTION RATES IN U.S. AND CANADA

One year (42 issues) ... $39.94. Two years, $69.00. Three years, $99.00. Outside the U.S. and Canada ... $56.44 per year for surface mail and $85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $2.00 each (first class postage pre-paid). Send order to: Back Issues, Education Week, Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

THE WEEK

FEDERAL

Access to Chapter 2 Information Difficult, Latino Group Finds

A Hispanic advocacy group, maintaining that parents' access to information is essential to community oversight of the Chapter 2 block-grants program, reports that some school districts were reluctant or unable to provide adequate documentation about the program.

The Washington-based group, National Council of La Raza, asked Hispanic groups in 31 school districts across the country that have large Hispanic enrollments to gather information on the effect of Chapter 2 on Hispanic students, on whether school districts were keeping data on their Chapter 2 programs, and on whether such data were made available to the community.

The groups gained access to Chapter 2 information in 17 of the 31 districts, according to the report, which was completed last month.

Some school districts refused the request for information and others obstructed the efforts by asking how the information would be used, La Raza charges in its report. In addition, some of the Hispanic community groups were discouraged from seeking civil-rights monitoring forms or were denied access to the forms, which are by law public, according to the report.

La Raza, arguing that "record-keeping and reporting requirements for this program need to be strengthened and made explicit," called on the Education Department's office for civil rights to investigate why districts refuse to provide access to public documents and records.

"The precarious educational position of Hispanic children demands that both the federal government and the Hispanic community work to increase local school accountability," the 18-page study concluded.

Senate Committee Holds Hearings On Teen-Age Suicide

More than 5,200 teen-agers killed themselves in 1980, a figure that raised suicide to the third leading cause of death among 15-to-24-year-olds, a member of the American Psychological Association testified this month at a hearing before the Senate Judiciary Juvenile Justice Subcommittee.

"It is not that the problem of adolescent suicide is new, it is that the significance of the problem has only recently emerged," said Alan Berman, a professor of psychology at the American University in Washington, D. C., and president of the American Association of Suicidology.

The hearing was called to investigate the possibility of targeting federal funds for suicide-prevention programs in schools, according to Senator Arlen Spector, Republican of Pennsylvania.

Myra Herbert, coordinator of school social-work services for Fairfax County, Va., told the subcommittee that the Fairfax County Schools began a suicide-prevention program three years ago. Since the program began, she said, the number of suicides has dropped from 20 to 3 a year.

The committee also heard testimony from the parents of a teen-age suicide victim and from a 16-year-old girl who attempted suicide three times.

Marcia Scherago of Burke, Va., whose son killed himself four years ago at the age of 16, recounted the impact of his death, saying she would urge parents to observe changes in their child's behavior that may indicate serious depression. "We do not know how to interpret their behaviors, which usually say more than their words or lack thereof," she said.

"Julie Smith" said she tried to kill herself three times, the first time at the age of 13. "Teen-agers need to be able to talk and trust people, and confide in someone," she said. "Any time someone is feeling suicidal, they should seek outside help. When you talk about things, they tend to shrink in size."

NATIONAL

State of the Family Assessed in Report

American families are changing as fast as, if not faster than, society at large, argues a new report, and families of the future will be radically different from those of today.

The report—"The State of Families 1984-85"—was prepared by Family Service America, the headquarters of a national nonprofit voluntary movement to help families. The study assesses the economic, political, social, and technological trends that affect family life, including crime, housing, and voting patterns, inflation, child care, and family violence.

"There is no obvious path lying ahead for the family," writes R. Morton Darrow, who wrote the report based on his 16 years' experience as a strategic researcher for the Prudential Insurance Company of America. "What is certain is that the family will be facing numerous problems and opportunities that defy easy formulation of plans and programs." Among those problems, the report lists:

- Decreasing self-confidence of parents regarding child rearing and values orientation.
- Increased sharing by families of facilities for child care, physical fitness, meal preparation, and transportation.
- Technological advances leading to decreases in the number of abortions, the average family size, and the number of involuntarily childless families.
- Increasing suburban family problems, particularly for the young.
- Increasing violence within the family, as well as increasing intervention by social-service institutions.
- Increasing values indoctrination within schools that will involve family groups in heightened controversy and litigation.
- A revision of school curricula to reflect the multitude of family structures.

Copies of the report are available for $11.25 from Family Service America, 44 East 23rd St., N.Y., N.Y. 10010.

Nationwide Network Of Computer-Training Centers To Open

A former teacher next month will launch a nationwide network of private computer-training centers for elementary- and secondary-school teachers that will involve 90 schools in 49 states.

In its first year of operation, the National Computer Training Institute, an independent for-profit company, expects to train between 24,000 and 32,000 teachers, or about 1 percent of its primary market of 2.4 million kindergarten through 12th-grade teachers, according to Bruce Fredrickson, a former teacher and the founder of N.C.T.I.

By the end of 1985, the company, which is headquartered in Fremont, Calif., plans to have 200 training centers in place, Mr. Fredrickson said.

Each center will be staffed by two professional teachers and equipped with 15 personal computers and software lent by the International Business Machines Corporation. The centers will be electronically linked through the telecommunication services of The Source, a subsidiary of Reader's Digest Association Inc.

The Source, a computer timesharing, networking, and information utility, will be used to update course material, provide communication between the training centers, and instruct teachers about telecommunications.

The initial 45-hour course provided by N.C.T.I. will cost $195 per person, according to N.C.T.I. officials.

According to Mr. Frederickson, 180 teachers nationwide were recruited to serve as instructors in the program. The training centers, he added, are established at the schools in which they teach and will be used as computer laboratories during school hours.

Supreme Court Agrees To Weigh Use of Federal Aid in Private Schools

Continued from Page 1

The New York dispute arose in 1978 when six parents filed suit in federal district court against the city school board alleging that its provision of Title I compensatory-education aid to private-school students had the potential for the unconstitutional entanglement of church and state.

Under the program, Title I funds were used to pay the salaries of public-school teachers conducting courses in private schools and for materials used during those courses. The teachers were under the supervision of field supervisors employed by the school board, and the teaching materials were kept locked in storage closets when not in use.

U. S. District Judge Edward R. Neaher upheld the constitutionality of the program in October 1983, but the U. S. Court of Appeals for the Second Circuit reversed his decision last July. *(See Education Week, Aug. 22, 1984.)*

In its opinion, the appeals panel said it did not doubt that the program "has done much good," adding that it most likely represented the best way for the school board to carry out Congressional mandates to provide private-school students with Title I aid. Nonetheless, the panel said it was compelled by Court precedents to rule that such programs necessarily violate the Constitution's prohibition against state establishment of religion.

The Reagan Administration encouraged the Justices to accept the case for review last August, stating that the facts of the case "furnish no basis for concluding that New York City's Title I program fosters a constitutionally impermissible degree of entanglement between church and state."

Public-school teachers who conducted courses in private schools "did not further the religious mission of those schools at any time," the Administration argued. "They taught secular subjects and there is no evidence that they ever injected religious material into their classes."

Sex Bias in Pensions

In other action on Oct. 9, the Court declined for the second time in two years to hear arguments in *Teachers Insurance and Annuity Association and College Retirement Equities Fund* v. *Sprit* (No. 84-50), a case concerning the use of sex-based actuarial tables in the determination of pension benefits. At issue this time was the question of the point in time at which the nonprofit insurance firm would be required to discontinue paying benefits based on such tables.

The case has been of interest to educators because employees of more than 3,400 schools, colleges, and education organizations participate in T.I.A.A.-C.R.E.F. retirement plans.

In July 1983, the Court held in a related case, *Arizona Governing Committee* v. *Norris*, that Arizona's public-employee pension system ran afoul of Title VII of the Civil Rights Act of 1964 because it paid smaller periodic pension benefits to female employees than to male employees. *(See Education Week, July 27, 1983.)*

Justification for Benefits

The state system, as well as T.I.A.A.-C.R.E.F. and most other private retirement systems, had justified the payment of smaller periodic benefits to female retirees because women as a group tend to outlive men. Thus, over the course of a lifetime, men and women would tend to receive equal pension benefits, the retirement systems argued.

In *Norris*, the Court held that after Aug. 1, 1983, contributions made to pension plans would have to be calculated on a sex-neutral basis. It refused to apply its ruling to benefits paid into pension systems prior to that date because to have done so would have been "both unprecedented and manifestly unjust."

On the same day they decided *Norris*, the Justices ordered the U. S. Court of Appeals for the Second Circuit to rehear the T.I.A.A.-C.R.E.F. case. In September 1982, the appeals panel had upheld a lower court's order requiring the insurance company to begin calculating pension benefits on a sex-neutral basis after May 1, 1980.

Retroactivity Allowed

Last May, the appeals court reaffirmed its 1982 ruling, stating that the Aug. 1, 1983, cutoff date set in *Norris* was not intended "to bar retroactivity in the circumstances of this case."

T.I.A.A.-C.R.E.F. unsuccessfully argued that, if allowed to stand, the appeals court's ruling "would devalue every pre-August 1, 1983, contribution made by hundreds of thousands of male participants in the system."

"*Norris* squarely rejects retroactivity," the insurance company said in papers asking the Court to accept the case. In failing to comply fully with the Court's decision, the appeals court "failed to apply the fundamental teaching of *Norris* that retroactive relief will not be imposed where inequitable," it said.

'Agency-Shop' Rule

In *Jibson* v. *White Cloud Education Association* (No. 83-1816), a divided Court decided not to review rulings by the Michigan Supreme Court and lower state courts that an affiliate of the National Education Association can force a local school board to fire a tenured teacher who refused on First Amendment grounds to pay the union a service fee equivalent to membership dues.

The teacher claimed that he had no guarantee that his service fee would not be used for activities to which he was philosophically opposed. The union successfully argued that payment of such fees is required under the state's public-employee "agency-shop" law.

Associate Justices Harry A. Blackmun, William H. Rehnquist, and John Paul Stevens disagreed with the Court's majority, saying that they would have noted probable jurisdiction and would have scheduled the case for argument.

Last month, the U. S. Court of Appeals for the Seventh Circuit ruled in *Hudson* v. *Chicago Teachers Union* that a similar agency-shop agreement between the union and the Chicago Board of Education violated the First and 14th Amendments because it did not set up a grievance procedure for employees who believed their union dues or service fees were being misused. *(See Education Week, Sept. 26, 1984.)*

A spokesman for the American Federation of Teachers said the union planned to ask the Court to review the *Hudson* case.

DATABANK

Distribution of Course Grades by Subject, Selected Student Characteristics, And Grade Level: 1980 Sophomores Who Graduated by Fall 1982

Characteristic	Course Grades	Subject: Total	English	Math	Social Science	Physical Science	Biological Science	Foreign Languages	Business	Trade and Industry	Home Economics	Arts	Personal	Other
		(all numbers in percent)												
Race/Ethnicity:														
Black	A	18.0	11.0	10.5	13.7	12.1	11.7	18.7	13.3	18.8	19.1	34.3	32.8	18.7
	B	28.2	27.6	21.9	26.1	25.5	23.6	26.4	30.6	29.7	35.2	33.2	31.2	29.8
	C	29.6	34.5	31.0	32.3	34.6	32.2	26.5	29.6	32.0	28.2	20.0	22.5	30.3
	D	19.6	22.4	28.7	23.2	23.3	26.0	21.2	21.6	15.8	13.8	9.6	10.5	17.4
	F	4.6	4.6	7.9	4.8	4.5	6.5	5.2	5.0	3.6	3.7	2.8	2.9	3.7
White	A	27.3	19.6	18.6	22.1	20.3	20.2	28.0	24.5	23.2	30.3	48.9	41.9	28.4
	B	34.2	36.1	30.6	33.3	35.2	31.6	33.6	35.7	36.1	38.7	31.2	34.2	35.2
	C	25.2	29.1	29.6	28.0	29.2	30.9	25.0	26.7	27.7	22.3	14.1	17.3	24.9
	D	11.4	13.3	17.8	14.6	13.3	14.9	11.3	11.2	11.4	7.6	4.7	5.4	10.1
	F	1.9	1.9	3.5	2.0	2.0	2.4	2.2	2.0	1.6	1.1	1.1	1.3	1.4
Others	A	17.8	5.9	3.1	1.9	5.9	-	13.6	18.2	60.0	40.0	52.8	29.1	15.6
	B	34.7	27.9	25.0	52.8	17.6	22.2	13.6	31.8	33.3	40.0	30.6	47.3	40.0
	C	26.1	41.2	37.5	30.2	11.8	27.8	40.9	22.7	6.7	20.0	8.3	18.2	22.2
	D	17.6	23.5	21.9	15.1	35.3	38.9	22.7	27.3	-	-	8.3	3.6	22.2
	F	3.8	1.5	12.5	-	29.4	11.1	9.1	-	-	-	-	1.8	-
High-School Type:														
Public	A	25.5	17.5	17.3	19.2	19.7	18.6	29.5	22.2	21.9	26.9	45.7	39.2	25.9
	B	30.8	31.7	26.7	29.0	31.8	28.3	30.4	32.6	34.0	36.4	29.3	32.0	31.0
	C	26.0	30.0	29.0	29.4	28.4	29.5	23.6	27.4	29.0	24.5	16.5	19.0	26.5
	D	14.5	17.5	21.2	19.0	16.8	19.2	13.1	14.4	12.9	10.1	6.6	7.6	13.6
	F	3.2	3.3	5.8	3.4	3.3	4.4	3.4	3.4	2.2	2.1	1.9	2.1	3.0
Catholic	A	23.0	16.2	15.0	20.4	15.5	15.6	24.0	18.8	24.1	23.9	37.9	39.7	25.2
	B	35.3	36.8	30.0	34.4	32.9	31.4	33.5	37.6	34.7	39.0	38.9	35.3	37.3
	C	28.0	32.3	31.9	29.8	34.0	34.1	26.9	29.9	28.0	27.3	17.7	18.5	26.7
	D	12.4	13.5	20.1	14.0	15.7	17.2	13.7	12.5	12.3	8.8	4.9	5.9	10.1
	F	1.3	1.2	3.0	1.4	1.9	1.7	2.1	1.2	0.8	1.0	0.7	0.7	0.6
Other Private	A	25.6	17.0	18.5	20.4	19.2	19.6	24.7	26.6	27.8	28.6	49.4	49.7	27.7
	B	38.4	41.8	33.6	41.5	36.3	35.5	38.2	36.1	43.3	39.2	38.5	34.4	40.0
	C	25.2	29.4	31.0	26.8	30.6	31.8	26.0	24.5	18.8	18.0	10.0	12.6	23.4
	D	9.7	10.7	14.5	10.5	12.2	11.6	10.0	11.7	9.3	11.8	1.7	2.7	8.0
	F	1.2	1.1	2.3	0.8	1.6	1.6	1.1	1.1	1.0	2.4	0.3	0.6	0.9

Source: Unpublished tabulations developed using publicly released data from *High School and Beyond*, developed by Jeffrey A. Owings and William B. Fetters.

Researchers at the National Center for Education Statistics have compiled the first comprehensive assessment and breakdown of secondary-school students' grades, drawn from "High School and Beyond," the federal government's major longitudinal study of some 27,000 students nationwide.

The data, which will be analyzed in an upcoming N.C.E.S. publication, are likely to be a "benchmark" for further studies, said one analyst in the agency.

The grades are broken down by field of study and by numerous student characteristics, including ethnicity, type of school, type of community, and parents' educational level.

The data show, among other things, that students' grades are directly related to their parents' income level; that students who live in suburbs of more than 50,000 people get the most A's and the fewest F's; that students who live in the Pacific region earn a higher percentage of A's than others; and that students from the Mid-Atlantic region get more F's than others.

Ohio Coalition Protests Aid Reforms

Continued from Page 5

"Here in Princeton, we have a 5-mill levy on the ballot in February," he said. "What are our voters going to say? We'll go to them and say, 'We need money,' and they'll say, 'What? We just gave you a 90-percent increase in income taxes and you also have the state lottery.' So we have a dilemma."

William Phillis, assistant superintendent of finance for the Ohio Department of Education, acknowledged that finding a solution to help the 138 districts will be difficult because of variations in their financial situations. "We understand the problems these districts face and we want to work with them in resolving their problems," he said. "We almost have to look at those districts individually and try to come up with a solution. Quite frankly, in many cases, the solution is at home with a local property-tax increase and that, of course, is repugnant to local taxpayers."

The Ohio Board of Education is expected to make its recommendations to Gov. Richard F. Celeste for the 1986-87 biennium in December. Mr. Phillis said he expected that report will recommend "essentially the same funding mechanism, increasing the level of funding in the foundation program."

On the issue of a guaranteed growth rate from the state, he said, "If the state goes in that direction, there would be less dollars available to the foundation program. The public-policy question is, if the state has additional dollars, does it put those dollars into districts that have an inordinately high spending per pupil, and concentrate wealth in those districts, or does that state put money into those districts that do not have the wealth to bring the expenditure up. There isn't any one answer for that."

"We're obviously taking into consideration the problems this group has pointed out and so at this point the whole thing is fluid," Mr. Phillis added. "We have an obligation to be responsible to the needs of all the districts, and so we're far from finalizing that report."

Two bills now pending in the Ohio House of Representatives call for the state to increase aid to local schools by as much as 21 percent—the cumulative inflation rate—in districts where revenues have grown by less than that percentage since 1981.

The bills would also erase the tax breaks in tangible-property-tax collections and, instead, grant relief to businesses on corporate franchise taxes and income taxes—state taxes that have little direct effect on school budgets.